

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents some information about review of related theories. This discussion contains a brief explanation about reading, reading comprehension, teaching reading and problem in reading.

2.1 Reading

Reading is an important skill in many different settings especially in the educational setting (Grabe, 2009, p. 5). It is the first direct communication of students to acquire their language development. After years of listening and speaking, students further go to a school where they learn to read before writing for the first time. The students should have a good reading ability to discover the content of the text.

According to Harrison (2004, p. 3), the importance of reading is not only related to the development of knowledge but also it is related to the people's thinking capability. This capability will become the basic development of emotional, moral, and verbal intelligence. This activity is not simply looking. It involves deriving meaning from printed words. It requires a high level of muscular coordination. The student is not only seeing and identifying the symbols but also understanding the meaning.

Based on the definition, the researcher concludes that reading is an active process of conceiving new information which is needed by students. It is an activity to understand the meaning of written or printed media. That

is why reading is important for students both to develop their knowledge, and the way they think about the development of their moral, emotional, and verbal intelligence as well.

2.1.1 Reading Process

Spratt et.al (2005, p. 21) define reading as a process of responding to, making sense of a text being read, and connecting it with readers' prior knowledge. In making sense of information, readers connect new knowledge obtained from the text with the known knowledge they know already. It is believed that relating to the readers' prior knowledge will make readers memorize the new knowledge longer. Therefore, a reading activity is an interaction between the readers' mind and the text.

In line with Spratt et.al, the activity of interaction between the mind and the text can be considered as an active process since it involves background knowledge of the readers (Pang et al, 2003, p. 14). The readers bring their knowledge of the world to comprehend the text. Their mind will dynamically move to follow the flow of ideas presented in the text. In making sense of the ideas, there are some processes undergoing in the readers' mind. Brown (2007, p. 358) states that there are three types of the reading process. Those types are bottom-up, top-down, and interactive.

Gregory (2008, p. 109) argues that in bottom-up, the readers recognize from the small unit to the largest one. The readers start to process the word sound as the basis for understanding the larger part. The recognizing process starts from the word sound as the small unit of

meaning to the largest one those are the knowledge of the world and the knowledge of the language structure.

Gregory also explains that the top-down process is the inverse of the bottom-up process. In the top-down process, the readers proceed from the general to the particular. The readers use their knowledge of the world, and knowledge of the language structure to recognize the individual words.

Harrison (2004, p. 35) “that the interactive process is a mixture of both bottom-up and top-down processes”. In this process, the readers mostly follow the bottom-up process in which the readers recognize the word sound first to be the basis of understanding the larger part, but the input of the top-down process will be used if it is necessary.

In short, the reading process is a mind process in which readers’ minds engage to the text. In engaging their mind to the text, the readers employ their background knowledge to make sense the ideas that presented in the text. In the way of making sense of the ideas, the readers go through some processes. Those processes are bottom-up, top-down and interactive processes.

2.1.2 Reading Skills

In order to be a good reader, people need to master several reading skills. The reading skills consist of two major elements namely micro-skills and macro-skills. Both micro- and macro-skills can be the intention

of reading comprehension assessment (Brown, 2007, p. 367). The micro-skills consist of:

1. discriminating among the distinctive graphemes and orthographic patterns of English,
2. retaining chunks of the language of different lengths in short-term memory,
3. processing writing at an efficient rate of speed to suit the purpose,
4. recognizing a core of words, and interpreting word order patterns and their significance,
5. recognizing grammatical words classes (noun, verbs, etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms,
6. recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

The macro-skills include:

1. recognizing the rhetorical forms of written discourse and their significance for interpretation,
2. recognizing the communicative function of written texts, according to the form and purpose,
3. inferring context that is not explicit by using background knowledge,

4. from described events, ideas, etc., inferring links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, generalization, and exemplification,
5. distinguishing between literal and implied meanings,
6. detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata,
7. developing and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of the words from context, and activating schemata for the interpretation of texts.

2.1.3 Aspect of Reading

There are four aspects of reading: fluency, vocabulary, phonics, and reading comprehension. These four aspects work together to create the reading experience.

a. Fluency

Fluency is the ability to read the text accurately and quickly. Fluency means faster, smoother reading that approaches the speed of speech. When reading out loud, students with successful fluency are ready expressively, naturally, and effortlessly as they mentally divide the text into meaningful, distinct, related phrases (Willis, 2008, p. 47). Fluency is intimately tied to comprehension. A reader must be able to move quickly enough through a text to develop meaning. If he needs to read and understand each individual word,

he is not able to create an overall picture in his mind of what the text is saying. Even if the reader is able to move rapidly through a text, if she cannot master the expression associated with the words, the meaning of it will be lost. b.

Vocabulary

Willis (2008, p. 80) states that rich vocabulary reflects success in almost every region of the brain, from rote memory through working and relational memory, categorizing, connecting, patterning, storage, and executive function. Vocabulary development is the enrichment and extension of pupils' word knowledge and understanding. Vocabulary consists of the words we understand when we hear or read them (receptive vocabulary) and words we speak or write (expressive vocabulary). We build vocabulary by picking up the words that we read or hear and through direct instruction from teachers or other professionals (PDST, 2014, p. 16). c. Phonics

Phonics is a combination of (letters) in written language and phonemes (sounds) in spoken language and how to use these correspondences to read and spell (PDST, 2014, p. 22). Without phonics, words are simply a bunch of squiggles and lines on a page. Each approach allows the reader to use phonics to read and learn new words in a different way. In this approach, readers are taught to connect letters to their corresponding phonemes (sound units) first, and then to blend those together to create a word. Pang et.al (2002, p. 9) state that phonics is based on the systematic teaching of sound and letter relationships, as well as sound and spelling patterns. This is helpful in

beginning English reading instruction. According to Donat (2003, p. 17), phonics refers to the correspondence between letter sounds and their written symbols. Whereas phonological awareness is auditory, phonics is visual. It means that phonics instruction enhances the connection with the print that is very vital as students learn to read and write. In line with PDST (2014, p. 29), it is important that students understand that letters have a name and represent sounds in words. Letters may represent a number of different sounds depending on their position in the word and the surrounding letters. The findings are included in the NRP (National Institute of Child Health and Human Development, 2000), it says that phonics instruction is similar to the findings on phonemic awareness instruction (as cited in McIntyre, 2011, p. 79).

The followings are key aspects of phonics that need to be taught and can be subsequently assessed using the printed text by PDST (2014, p. 29-30)

- knowledge of the sounds of letters and letter clusters
- ability to use analogies to identify unknown words (e.g. identify 'sat' if 'cat' is already known)
- ability to blend sounds into words
- ability to apply knowledge of letter patterns (e.g. long vowel sound in CVC words)

Other aspects of phonemic awareness that are important for the development of reading from Westwood (2002, p. 6) are;

- recognizing rhyme (bat, fat, sat, hat, mice, dice, rice, price)

- blending a sequence of phonemes to make a word (/pr/- /o/ - /d/ = prod)
- being able to break single syllables into onset and rime units (truck: /tr/ = onset, /uck/ = rime)
- breaking words down into a sequence of phonemes (pram = /p/- /r/- /a/ -/m/)

d. Comprehension

Cain & Oakhill (2007) state that comprehension is an ultimate aim of reading and listening. It enables us to acquire information, to experience and be aware of other (fictional) worlds, to communicate successfully, and to achieve academic success. The process of comprehension begins before we start to 'read' and continue even after the 'reading' is finished. Good readers use pre-reading strategies like previewing the text and use post-reading strategies like summarizing in addition to the many strategies they use to make meaning during 'reading' itself (PDST, 2014, p. 12)

2.2 Reading Comprehension

Cain & Oakhill (2007) state that Reading Comprehension is an ultimate aim of reading and listening: it enables and be aware of other (fictional) worlds, to communicate successfully, and to achieve academic success. According to Snow (2002, p. 11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with the written language. It is a very complex process in which recognizing and comprehending written

symbols are influenced by perceptual skill, decoding, experiences, language background, mindset and reasoning of the reader. Readers must use the information they already possess to filter, interpret, organize, and reflect upon the oncoming information from the page. Efficient interpretation of text involves a combination of word recognition skills, linking of new information to the prior knowledge, and the adoption of appropriate strategies such as finding the main idea, making connections, questioning, summing up and predicting.

In comprehending a topic, readers should have the interaction with the text to prior experiences of constructing meaning which can be found in the text. There are two very useful techniques that will help the readers to understand more about what they read; they are scanning and skimming.

a) Scanning

According to Sarwono & Purwanto (2013, p. 2), scanning is a technique used to find specific information by looking at the text to find the information we need. Scanning is quickly searching for some particular piece or pieces of information in a text. To enable the students to scan effectively, readers should know what kinds of information they need, also they should have a strong belief where they will find such information needed from the text. Shen (2009, p. 165) states that scanning is also useful for determining whether a particular piece of information will answer one of the questions. While scanning, it may be a good idea to

look for organizers such as numbers, letters, steps, or the words first, second, or next. In line with Harmer (2007, p. 100), this skill means that they do not have to read every word and line, on the contrary, such an approach would stop them from scanning successfully.

b) Skimming

Sarwono & Purwanto (2013, p. 6) argue that skimming is a fast reading technique suitable for the current business situation. In skimming, it is not essential to understand every word in the text. This reading technique is used if someone wants to get a general impression of a book, essay, article, and determines whether or not to read it more carefully. Skimming may involve reading only the title, subheading, illustrations, and the first and last paragraphs of a passage, or the first, second, and last sentence of each paragraph (Shen, 2009, p. 164). It gives the readers the advantages of being able to predict the purpose of the passage, the main topic, or message, and possibly some of developing or supporting ideas. To do skimming, the readers go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about. Harmer (2007, p. 101) concludes that skimming is same as scanning if students try to gather all the details at this stage, they will be stucked and may not be able to identify the general idea because they are concentrating too hard on specifics.

2.2.1 Kinds of Reading Comprehension

a) Intensive Reading

Intensive reading is text reading or passage reading. In this reading, the learner reads the text to get knowledge or analysis. Intensive reading is used in shorter texts in order to extract specific information, it includes very accurate reading for detail (Sarwono & Purwanto, 2013, p. 11). The goal of this reading is to read shorter texts. The reading is done to carry out to get specific information. Learner reads a book to acquire knowledge is the kind of intensive reading.

According to I.S.P. Nation (2009, 25), intensive study of reading texts can be a means of increasing learners' knowledge of language features and their control of reading strategies. It can also improve their comprehension skill. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.

b) Extensive Reading

Sarwono & Purwanto (2013, p. 12) state that extensive reading is used to obtain a general understanding of a subject and includes longer texts reading for pleasure material for extensive reading will be selected at a lower level of difficulty than the one for intensive reading. Extensive reading is a form of learning from a meaning-focused input. During extensive reading, learners should be interested in what they are reading

and should be reading with their attention on the meaning of the text rather than on learning the language features of the text (I.S.P. Nation, 2009, p. 50). The purpose of extensive reading can train the students to read and fluently in the target language for enjoyment, without the aid of the teacher.

2.3 Teaching Reading

As it has been explained in the first chapter that reading is a complex process, it is not only to read the text but the reader must be able to comprehend the writer's message so the reader can express their idea, infer conclusion in order to obtain information. Regarding the importance of reading, the teaching of reading should be started as early as possible. Beck & McKeown state that meaning, learning, and pleasure are the ultimate goals of learning to read. Although fundamental skills such as phonics and fluency are important to build blocks of reading, reading comprehension is the "sine qua non of reading" (as cited in Klingner, 2007, p. 2). Knowing how to read words has ultimately its own value for the student.

A teacher should be able to choose the effective methods for teaching reading to expose every particular material since all the methods have their advantages and disadvantages. Harmer (2001, p. 5) states that "a teacher has to be able to perform as a controller, organizer, prompter, participant, resource, tutor, observer, and model". Thus, a teacher should be able to act in different ways, not only as a teacher but also as a guide,

controller, even as a model. The teacher lets the students do what they should do. In this case, students are the center of the class.

According to Brown & Lee (2015, p. 139), teaching is considered by many to be the most challenging level of language instruction. Because students at this level have little or no prior knowledge of the target language, the teacher becomes a central determiner in helping students to accomplish their goals. The teacher as facilitator should give the facility to the learners in the learning process. The teacher must choose the teaching material related to the learners' need, and arrange them from the simplest to the complex item. In line with Westwood (2001, p. 27), the role of the teacher in this context becomes that of a facilitator and supporter of children's efforts, rather than an instructor clearly imparting essential information. Therefore, in teaching reading process, the teacher has to pay attention to the learners' personalities or individual differences, because students have different abilities and points of view, background, and experience. There must be some varieties in the classroom, such as the variety of activity and variety of organization. The teacher should have good combination so that the teaching-learning process is not monotonous. As a result, during the teaching-learning process, the teacher should sometimes let the learners work individually, sometimes in pairs, and sometimes in groups.

Pang et.al (2002, p. 21) argue that teaching reading and writing are difficult work. Teachers must be aware of the progress that students are

making and adjust instructions to the changing abilities of students. It is also important to remember that the goal of reading is to understand the texts and to be able to learn from them. Good teaching enables students to learn to read and read to learn. It means that teaching is a process conducted by a teacher to make a student learn and improve their ability

From the elaboration, teaching English especially teaching reading needs relevant methods. A teacher can use one of the methods which can be applied basically in classroom repetition. Furthermore, making groups in a teaching-learning process can be enjoyable for students. It means that teaching is a process conducted by a teacher to make students learn and improve their ability.

2.4 Problem in Reading

Of course, there are many possible reasons why the students may experience difficulty when learning to read, write, and spell in the early years of schooling. Some of the problems may be due to intrinsic factors to the students, while others are due to outside influences. According to Klingner et.al (2007, p. 7), students with learning disabilities are likely to demonstrate difficulties with decoding, fluency (reading words quickly and accurately), and vocabulary. Difficulty in any of these three areas will interfere with reading comprehension. Students have poor comprehension of what they read. The poor sight of words, and inaccurate decoding cause the disable reader to expend huge amounts of cognitive effort in word recognition. (Burns et.al, 1998; Birsh, 1999) identify literacy standards seem to be the most problematic in schools serving lower socio-

economic neighborhoods indicates that within the population of poor readers there is a disproportion of children from low-income and minority groups and from groups where English is the second language (as cited in Westwood, 2001, p. 25). Some other factors are located within the learner or the learner's background, some within the teaching approach, some within the learning environment, and some are possibly related to the working relationship between teacher and student. It is very rare indeed to find one specific reason to explain why a child fails to learn to read, even after extensive diagnostic and psycho-educational assessment (Westwood, 2001, p. 26)

a) Decoding

According to Klingner et.al (2007, p. 6), knowing how to read, or decode, words are not a small part of the reading process, it is a critical link whose absence inhibits understanding. When students are beginning to read, they may have difficulties with such words as saw, them, and their. As students are progressing through reading, they may have difficulty in reading such words as challenge, fascinate, and immune. Students have poorly developed decoding and words analysis skills. Most often rely entirely on decoding letter-sounds, yet they usually do this slowly and inaccurately. b)

Fluency

Perfetti & Lesgold state that reading words quickly and accurately allows students to "free up" their thinking so that they can focus on the text meaning (as cited in Klingner 2007, p. 7). Students need to read between 100 and 150 words correct per minute if they want to read at the average

pace for students in the middle grades. To achieve this goal, students need to know how to read words automatically, without a lot of pauses to decode (Klingner, 2007, p. 8).

c) Pronunciation

English pronunciation is very necessarily applied to the students because with good pronunciation they are able to speak English clearly and correctly. According to Hewings (2004, p. 9) pronunciation is a feature to speech and spelling a feature of writing, spelling will often have an influence on the learning of pronunciation as the majority of learners use written text and their studies. With correct pronunciation someone can convey his or her message to other people without stumbling. d)

Vocabulary

Pang et.al (2002) state that many studies have shown that good readers have good vocabulary knowledge. In order to understand a text, readers need to know the meanings of the individual words. They construct an understanding of the text by assembling and making sense of the words in the context. Vocabulary knowledge is difficult to measure. It is, however, very important in learning to read and in future reading development (p. 12).

e) Prior Knowledge

Pang et.al (2002) state that having more prior knowledge generally aids comprehension. There are many aspects to prior knowledge, including knowledge of the world, cultural knowledge, subject-matter knowledge,

and linguistic knowledge. A reader's interest in a subject matter will also influence the level of prior knowledge. A reader's knowledge of the world depends on the life experience. This is different in different countries, regions, and cultures. Reading tasks and reading instruction should be sensitive to the types of prior knowledge that are needed for the reader to understand a text (p. 13).

f) Comprehension

Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints (Pang et.al 2002, p. 14).

g) Text

According to Pang et.al (2002), texts of the right reading level are neither too easy nor too hard for a particular reader. Choosing texts of the right difficulty and interest levels will encourage children to read and enjoy what they are reading. Vocabulary, word length, grammatical complexity, and sentence length are traditionally used to indicate the difficulty level of a text. The subject matter of a book is also an important factor. For instance, readers with substantial prior knowledge of a subject will be able to use their knowledge to read more difficult texts (p. 17).

h) Teachers' Perceptions

Teachers themselves are not particularly skilled in recognizing the cause of a child's learning difficulty. They may know a child is having problems but they are unable to find out why. (Cheng, 1998; Westwood, 1995)

Teachers often assume that the cause of any learning difficulty lies within the child or his or her family background (as cited in Westwood, 2001, p. 26). Some teachers believe that the problem is due to a child's poor attitude and motivation, linking this sometimes with lack of educational support from the home. Allington asserts in almost all cases they tend to 'blame the victim' rather than question the quality and quantity of the teaching the child receives in school (as cited in Westwood, 2001, p. 26).

i) Teaching Method

Graham & Harris (1994); Mastropieri, Scruggs & Butcher (1997); Pressley & McCormick (1995) conclude that the role of the teacher in this context becomes a facilitator and supporter of children's efforts, rather than an instructor clearly imparting essential information. Constructivists tend to frown upon direct teaching, considering such 'transmission' methods to be 'old-fashioned'. Unfortunately, not all children can cope successfully with teaching methods that require them to learn without much teacher direction (as cited in Westwood, 2001, p. 27).

j) Students' Anxiety

Westwood (2001) states that a child needs to get off to a good start because success tends to build on success. A successful entry into the

world of reading makes a child feels confident and intrinsically motivated. Failure quickly causes frustration, loss of confidence and avoidance. Unfortunately, the evidence shows quite clearly that for some children a cycle of reading failure begins very early in their school careers. They do not get off to a smooth start and they typically fall behind more and more each year as their problems become compounded (p. 27).

Reading is a very important ability, before learning to write, people will learn to read first. In education world, reading is one of the abilities that students must master. Students are required to be able to understand the aspects, types, and techniques of rading. Reading itself is a complex skill and for this reason, it is possible to find that some students encounter difficulties in learning to read. Some students have difficulty in learning reading.